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ABSTRACT

This bibliography is a revised and enlarged record of the published works of educator Ralph W. Tyler, noted for his contributions as teacher, researcher, administrator, advisor, and author. Main entries are arranged chronologically within the following sections: periodicals; books; pamphlets; papers; nonprint resources; oral histories; and theses. Reprinted works are listed in a final section in which the arrangement is alphabetical by original title of the work. A foreword by Ralph Tyler, and biographical note and preface by the compiler precede the bibliography. (JD)

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RALPH W. TYLER: A BIBLIOGRAPHY

1929-1986

Compiled by

Helen M. Kolodziey

Ralph W. Tyler Project

National Foundation for the Improvement of Education

Washington, D. C.

1986

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FOREWORD

Because I have been actively involved in education for 65 years with responsibilities including teaching, research, administration and consultation, I have been privileged to observe and often to participate in many significant educational activities in the United States and abroad. Reports of these experiences and reflections upon them were prepared for various purposes and a variety of audiences. I was not conscious of the number of these that were published nor where they could be found.

A longtime friend and former student in my classes, Dorothy Neubauer, proposed to collect these many writings and to review them with an eye to their relevance to contemporary issues. She suggested this project to the National Foundation for the Improvement of Education. The Foundation endorsed the idea, sponsored the project and obtained initial funding from the Ford Foundation. She also took responsibility for directing the project. After her untimely death, Helen Kolodziey became director and has devoted her talents to making the collection comprehensive. Her skill in bibliographic research and her unusual depth of appreciation for the significance of particular writings for the interpretation of educational issues and events have made the project much more than the collection of publications. She is largely responsible for the potential usefulness of the bibliography.

Ralph W. Tyler
Milpitas, California
August 1986

BIOGRAPHICAL NOTE

For distinguished contributions as teacher, researcher, administrator, advisor, and author whose writings have had a profound impact and enduring influence on educational thought and practice, Ralph Winfred Tyler is recognized as a foremost educator of this century.

Creator of concepts and developer of innovative ideas for the improvement of education, as a practitioner he has sought in his work to implement them through practical solutions to educational problems. His work has encompassed all levels of learning from primary through postdoctoral in a career characterized by continuing professional and scholarly achievement.

Professor Tyler was born on April 22, 1902 to a family of Colonial and pioneer heritage then living in Chicago while his father, a Nebraska physician, was studying theology for a career in the ministry. He attended schools in Nebraska and graduated from Doane College in 1921 with honors in science, mathematics, and philosophy.

His initial vocational choice was a career in medicine. Prior to enrolling in medical school, however, he was persuaded to accept an assignment as science teacher in Pierre, South Dakota (1921-22), an experience which led to a change in career direction to professional education.

At the University of Nebraska-Lincoln (1922-26), where he earned his master of arts degree in education in 1923, he was Instructor and Assistant Supervisor of Sciences.

BIOGRAPHICAL NOTE

While studying for his doctorate in educational psychology under the direction of Charles Hubbard Judd at the University of Chicago (1926-27), he also was research assistant to W.W. Charters for the Commonwealth Teacher Training Study, one of the earliest attempted comprehensive status studies of teacher education, for which he developed the statistical methodology utilized in the survey.

Following completion of his doctoral studies, he accepted appointment as Associate Professor of Education at the University of North Carolina at Chapel Hill (1927-29) where, in addition to his work in curriculum, he also assumed responsibility in the Bureau of Educational Research for administering a state high-school examinations program and worked in the University's Institute for Research in Social Science.

From 1929 to 1938 he served on the faculty of the Ohio State University, joining initially as Associate Professor of Education and Research Associate in the Bureau of Educational Research. As head of the Bureau's Division of Accomplishment Tests, his pioneering work during the 1930s in developing a conception and rationale for achievement testing to measure a wider variety of instructional objectives than covered by tests and examinations then in existence and defining educational program objectives in behavioral terms is recognized as having created the field of educational evaluation.

Professor Tyler's innovative work in educational evaluation led to his selection in 1934 as Director of the Evaluation Staff of the Eight-Year Study (1933-41), a unique national study involving 30 secondary schools and school systems and 300 colleges and universities in which teachers experimented in curriculum revision and instructional improvement and participated with the Evaluation Staff in the development of new

kinds of appraisal instruments to measure student performance. Development in the Eight-Year Study of new methods of appraising learning outcomes is regarded as a landmark in educational research.

At the University of Chicago (1938-53) his posts included Professor of Education (1938-53); Chairman, Department of Education (1938-48); University Examiner (1938-53); Acting Dean (1946-48) then Dean, Division of the Social Sciences (1948-53).

Concurrently with his teaching and administrative assignments, he continued to direct the Evaluation Staff of the Eight-Year Study until the experiment was concluded in 1941. Additionally, he was associated with other major educational studies of the time.

He was a member of the Commission on Teacher Education which conducted the Cooperative Study in Teacher Education (1938-44), an experiment of 20 colleges and universities, 14 school systems, and several states to encourage and support practical efforts to improve pre- and inservice education of teachers. The University of Chicago served as a center for selected Study activities.

From 1939 to 1944 he was Director of the Cooperative Study in General Education, a national project in which faculties in the humanities, sciences, social sciences, and student personnel in 22 colleges and universities worked cooperatively on problems of curriculum, evaluation and measurement, and counseling to improve programs in general education. As in the Eight-Year Study, new methods of appraising learning outcomes were developed in the course of the experiment.

During the Eight-Year Study, Professor Tyler had been asked to develop a general rationale to guide

systematic curriculum development in the participating schools. The rationale also was utilized in the Cooperative Study in Teacher Education and in the Cooperative Study in General Education. While these studies were in progress it was introduced in 1940 in a new course he offered at the University of Chicago--Education 360, "Basic Principles of Curriculum and Instruction." A syllabus for the course prepared at the request of his students in the mid-1940s subsequently was published as a monograph by the University of Chicago Press in 1949. For its impact and influence, the rationale is universally recognized as a milestone in curriculum theory.

As University Examiner at Chicago, he held general responsibility for the formulation, testing, and administration of entrance, placement, scholarship, and comprehensive examinations. He amplified and extended the work he had conducted at the Ohio State University in the development of a conception and procedure for constructing new types of achievement examinations.

During World War II he was appointed Director of the Examinations Staff of the United States Armed Forces Institute in 1943, responsible for leading a team of civilian examiners from the University of Chicago and other institutions in the construction of achievement tests to appraise educational training and experiences of members of the armed services. Higher institutions and schools throughout the nation used types of the comprehensive examinations as a basis for awarding academic credit to service personnel upon return to civilian life. Following the war's conclusion the USAFI examinations program was extended and he continued as Director until 1953. Additionally, he served as Director of the Veterans Testing Service which administered USAFI examinations to former service personnel.

As Dean of the Division of the Social Sciences where interdisciplinary teaching and collaborative research

among departments characterized the Division program, he was responsible for administrative direction of the Anthropology, Economics, Education, Geography, History, Political Science, Psychology, and Sociology Departments. Institutes, committees, and centers organized to facilitate cross-disciplinary study and research included the Committee of the Division on the Preparation of Teachers. Faculty from all disciplines represented in the Division were included in the composition of the Committee, which he chaired.

Former students at the University of Chicago have described Professor Tyler as a master teacher. As administrator of the Department of Education, University Examiner's Office, and Division of the Social Sciences, he also brought to the faculty and encouraged many promising educators who subsequently made distinctive and distinguished contributions to their scholarly fields.

Professor Tyler left the University of Chicago when he was selected to found and direct the Center for Advanced Study in the Behavioral Sciences at Stanford, California (1953-67). A postdoctoral institution for outstanding as well as promising scholars in the social and behavioral sciences, humanities, and sciences, the Center has been a model for the establishment of other advanced study centers in the United States and abroad. The self-directed work planned, initiated, or conducted by some scholars while at the Center has earned major honors and recognition in their fields.

In the 1960s he undertook an historic leadership role as Chairman of the Exploratory Committee on Assessing the Progress of Education (1964-68) which designed and developed the National Assessment of Educational Progress. The work of the Committee provided the basis for the first systematic and continuing nationwide collection and reporting of information on educational achievements of American children and youth in major learning areas.

BIOGRAPHICAL NOTE

Following retirement as Director of the Center for Advanced Study in the Behavioral Sciences in 1967, he has continued to lecture, write, and work extensively with teachers, administrators, and diverse groups as advisor or consultant on educational programs and projects at all levels in the United States and abroad. He also has held several administrative posts and many teaching appointments.

From 1967 to 1982 he was senior consultant to Science Research Associates, educational publishers. Other of his many and diverse consultancies have included assignments working in inner-city schools to improve learning of elementary school children and serving as consultant on the establishment of a graduate institute in multidisciplinary policy sciences.

His post-retirement administrative posts have included Acting President of the Social Science Research Council (1971-72) whose program is centered on the advancement of research and research training in the social sciences. He was Vice President of the Center for the Study of Democratic Institutions, directing the Center's academic program in Chicago from 1975 to 1978. Since 1969 he has been President of System Development Foundation where he directs the administration of its program of support for basic institutional research in information and system sciences and computer technology. Some of the basic research selected for support by the Foundation's program is considered to have contributed to important advances in the field.

During various academic-year semesters since 1967, Professor Tyler has held appointments as Visiting Professor or Lecturer at the Hebrew University of Jerusalem (1967, 1970, 1974, 1983); State University of New York (1968); University of Washington (1968); Commonwealth of Virginia (1970); and the Ohio State University (1973), as well as the universities of Indiana at Bloomington (1974); Harvard (1975); Iowa

State (1978); Alabama at University (1979); Wisconsin-Madison (1979, 1980); Massachusetts, Amherst (1979-86); South Carolina, Columbia (1980); Texas at Austin (1980); North Carolina State at Raleigh (1981); and Loyola at Chicago (1983).

Practitioners in many professions in addition to education have found Professor Tyler's concepts of systematic curriculum development and evaluation useful and have adopted or adapted them in efforts to improve programs of preparation or advanced training in their fields. He has guided national research studies of education in major professions and has worked individually with professional schools on curricular design, planning, or reconstruction in fields such as engineering, medicine, nursing, and social work. He also served as project chairman on the design of a curriculum for advanced education of military officers.

With some special types of higher education programs, he has had continuing associations extending over much of his career.

He is credited with having made significant contributions to the development and growth of cooperative education, the coordination of on-campus instruction with off-campus experiences which promote student career development. His work with higher institutions in developing or improving cooperative education programs was initiated in 1929 as consultant to the forerunner of the Rochester Institute of Technology and has included technical, professional, and liberal arts education as well as cooperative programs in teacher education.

He chaired the study committee which advised on the design and conduct of the Study of Cooperative Education (1958-60), the first comprehensive evaluation of cooperative programs in higher education. He also chaired the National Commission for Cooperative Education from its founding in 1962 until 1975 and presently serves as

Honorary Life Chairman. In 1967 he was appointed charter Chairman of the National Advisory Group of the National Technical Institute for the Deaf, now one of nine colleges of the Rochester Institute of Technology, which laid the foundations for the Institute's establishment with the work-study concept as an integral part of its program.

Professor Tyler's work internationally has spanned most of his career. He has been consultant or advisor to ministries of education, academic institutions, and diverse educational agencies and organizations. He also has held teaching and lecturing appointments and assignments as delegate studying education abroad.

In the 1960s, he was consultant on the design of the International Baccalaureat program. Based on his experience in the Eight-Year Study, he suggested a plan adopted by the founders in which the IB was initiated first as a six-year experiment in curriculum revision in international schools and in the construction of international examinations for college entrance.

He served on the faculty of two significant seminars organized to strengthen international cooperation in the curriculum field: The International Seminar for Advanced Training in Curriculum Development and Innovation, Grӓnna, Sweden (1971), sponsored by the International Association for the Evaluation of Educational Achievement; and the African Regional Seminar for Advanced Training in Systematic Curriculum Development and Evaluation, Achimota, Ghana (1975), held under the auspices of the International Institute for Educational Planning.

His long history of broad-ranging public service at the national level has included presidential appointment to the National Science Board (1962-68; Vice Chairman, 1966-68), prior to which he had served on the National Science Foundation's Divisional Committee for Scientific

Personnel and Education from its inception in 1951 until 1961. He was a member of the 1964 President's Task Force on Education. He accepted two appointments to the National Advisory Council on the Education of Disadvantaged Children (1965-69, 1970-72). In 1967-68 he chaired the President's Task Force on Older Americans.

Other of many federal advisory body memberships have included service on the National Advisory Mental Health Council, National Center for Research in Vocational Education Advisory Council (Chairman), Panel on Educational Research and Development of the President's Science Advisory Committee, Panel on Social Indicators, and Research Advisory Council of the U.S. Office of Education (Chairman).

Affiliations with manifold professional boards, commissions, and committees have included long-term board chairmanships of the American College Testing Program and the National Commission on Resources for Youth.

He has been associated with a number of publication advisory boards and committees, including many National Society for the Study of Education Yearbook Committees. He also has served on the Encyclopaedia Britannica board of editors and the International Encyclopedia of the Social Sciences advisory board.

Professor Tyler has received many honors, including awards for distinguished teaching, research, and service. He is a Fellow of the American Academy of Arts and Sciences and of the American Association for the Advancement of Science. He was unanimously elected first President of the National Academy of Education. His numerous honorary degrees, the earliest conferred in 1938 and two most recent in 1985, include doctorates

of humane letters, laws, letters, pedagogy, science, and social sciences.

> Ralph Tyler, you have one of the rare and seminal minds of our time and you have had a profound influence on every aspect of American education.
>
> Your career serves as a bridge between education and the social and behavioral sciences. Your students are among the most influential in the nation. Beginning with innovative research on educational curricula your work has provided lasting landmarks in the study of the total effects of education.... (Citation, Doctor of Laws, honoris causa, 115th Commencement, Syracuse University, 1969.)

H.M.K.
May 1986

PREFACE

The need for a record of Ralph Tyler's writings continues to be expressed by scholars and practitioners who seek cumulative topical lists of Tyler publications or a guide to all works.

A major effort to collect and to compile a comprehensive bibliography of Tyler publications was initiated by the late Dorothy Neubauer as an activity of the Ralph W. Tyler Project, administered by the National Foundation for the Improvement of Education. A bibliography of those writings published from 1929 to 1974 identified in the search conducted by Miss Neubauer was included as a supplement in the Tyler volume, Perspectives on American Education: Reflections on the Past...Challenges for the Future (Chicago: Science Research Associates, 1976).

The current compilation, Ralph W. Tyler: A Bibliography, 1929-1986, is a revised and enlarged record of published works. Among entries for pre-1974 publications are references to writings discovered after the earlier bibliography appeared. Post-1974 works include those published through part of 1986 as well as some writings forthcoming and in press. The compilation has been augmented to include nonprint resources and oral histories. Efforts have been made to achieve as complete past and current coverage as possible but some of the largely unindexed and widely dispersed Tyler publications may not have been found.

Main entries have been organized chronologically within five sections: "Periodicals"; "Books, Pamphlets, Papers"; "Nonprint Resources"; "Oral Histories"; and "Theses." Writings found to have been republished are designated with an asterisk (*) in main entries. Republished works are listed in a sixth section, "Reprinted Writings," in which the arrangement is alphabetical by original title of the work.

Preprinted writings, works published simultaneously in journals and books, and nonprint resources also published in text form have been cross-referenced.

Tyler writings entered into the national information system data files of the Educational Resources Information Center either separately or as contributions in collected works, and reported in the monthly abstract journal Resources in Education (formerly Research in Education), are identified by the ED (educational document) accession number following bibliographical entries.

In addition to books and pamphlets of sole or joint authorship or editorship, the "Books, Pamphlets, Papers" section includes papers published in encyclopedias, volumes of proceedings, yearbooks and other collected works.

The audio/visual recording of Tyler presentations has been considerable but largely for special professional purposes and use rather than reproduction for general distribution. Presentations recorded by school systems for local staff development programs; lectures or other appearances recorded by higher education faculty for class or other academic institutional use; interviews conducted by writers; and recordings for documentary files by agencies, associations, and institutions which he has served as consultant or advisor are examples of this diverse coverage. The audio/visual materials listed

in the "Nonprint Resources" section are those accessible for use in the National Archives and others identified as having been reproduced for general distribution. Entries for Tyler interviews and other contributions originally recorded for transcription and publication in text form are included in the first two bibliography sections.

Although some published Tyler interviews cited in entries for textual material and segments of recordings listed under "Nonprint Resources" include recollections that may be classified as oral history, many recollections are unpublished. These include memoirs collected by agencies, institutions, professional societies and other groups focusing on his respective affiliations or associations. Others are recollections recorded by students and faculties. Entries in the "Oral Histories" section represent completed memoirs deposited in major repositories and those in progress which will be accessible for scholarly use.

In the "Theses" section, citations have been entered for Ralph Tyler's master's thesis, doctoral dissertation and dissertation abstract.

Exceptions to the separate listing of republished writings are noted in main entries. Not included in the "Reprinted Writings" list are innumerable extracts from major Tyler works which continue to appear in the literature.

Designated permanent repository for those of the published works collected as well as other documents assembled by the Project is Special Collections, Archives, Joseph Regenstein Library, the University of Chicago. Transfer is expected to take place before the end of 1986.

Gratitude is expressed to all who in any way contributed to the compilation of this guide.

PREFACE

Foremost recognition is extended to Professor Tyler in acknowledgment of his generous assistance and support. His continuing help in identifying documents and their sources has been indispensable and represents a major and essential contribution to the comprehensiveness of the record.

Willing cooperation of editors and publishers as well as academic, agency, and professional association librarians, archivists and other staff has been manifest throughout.

Kind assistance has been provided both by general and special collections personnel of the Joseph Regenstein Library, the University of Chicago. Special mention is deserved by those on the staffs of the Library of Congress and the National Educational Research Library whose consistently helpful services facilitated search and collection activities.

Appreciation for many courtesies is expressed to the Project administrator, the National Foundation for the Improvement of Education.

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1986

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ORAL HISTORIES

Oral History Research Office, Butler Library, Columbia University in the City of New York, New York 10027

A Tyler memoir is part of a Carnegie Corporation of New York oral history series. Topics included in interviews completed in 1967 are associations with the Corporation over the years, the Eight-Year Study, the University of Chicago Department of Education, development of the Center for Advanced Study in the Behavioral Sciences, the National Assessment of Educational Progress, and impressions of various academic figures. Currently, permission for access is required from Carnegie Corporation of New York but the Oral History Research Office recently received authorization to micropublish the series and to include it in a future microfiche edition offering.

An interview entitled "The Reminiscences of Ralph Tyler" was conducted by the Oral History Research Office in 1983 as part of a Spencer Foundation oral history project in progress. Topics include associations with Lyle Spencer, 1938-1968; early histories of Science Research Associates and the Spencer Foundation; philosophy of awarding grants; information dissemination; positions on other foundations and research institutions. When the project is concluded, the transcribed history will be deposited in the Oral History Research Office as well as the Archives, Joseph Regenstein Library, the University of Chicago. Permission for access will be required from the Spencer Foundation.

Oral History Program, Center for History of Education, College of Education, the University of Texas at Austin, Austin 78712

Interviews recorded in 1977 and 1980 include an account of Ralph Tyler's life and professional career and answers to questions about curriculum theory and the curriculum field. The memoir is not transcribed but is accessible through application to the Oral History Program.

Regional Oral History Office, The Bancroft Library, University of California, Berkeley 94720

A Ralph W. Tyler oral history, untitled at this time, is in progress. Among topics covered in interviews recorded in 1985 and 1986 are family background and education; testing, teaching, and curriculum planning; the Eight-Year Study; the University of Chicago; Center for Advanced Study in the Behavioral Sciences; Rochester Institute of Technology; Cooperative Extension; Air University; national and international consulting; National Assessment of Educational Progress; Scholastic Aptitude Tests; Social Science Research Council; and National Academy of Education. Publication of the oral history by the Regional Oral History Office is expected in December 1987.

System Development Foundation, 1 Maritime Plaza, San Francisco, California 94111

In response to current interest in the history of science and technology, particularly information technology, an oral history has been initiated of System Development Foundation whose program centers on support for basic research in information and system sciences and computer technology. Tyler interviews conducted in 1985 comprise a segment of the Foundation-sponsored history of its founding and development. Topics include his interests in science and technology, and roles as Foundation president since 1969 and board of directors member (1965-69) of its predecessor, System Development Corporation. Designed to operate for a finite term, the Foundation's research program will be dissolved by the end of 1987. It is expected that the oral history will be deposited in a designated academic repository in 1988.

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